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ABSTRACT

A description, analysis, and evaluation are provided of the Career Development Network (CDN), a collaborative project involving 6 State University of New York (SUNY) community colleges, 7 Comprehensive Employment and Training Act (CETA) prime sponsors, the New York Department of Labor, local program centers and social service agencies, and about 800 participant-students. The CDN's purposes were to provide specific services to CETA-eligible clients, especially in the areas of employment skills and basic skills training, and to create linkages between the colleges and CETA sponsors. After introductory material provides an overview of the CDN project and its evaluation, the context of the project's development, the needs that it sought to address, and its goals are outlined. Students needs are also discussed. Next, information is presented on the roles of and linkages between the individuals and institutions connected with the project. Then, the report discusses the process of program development, the keys to the success of the CDN program, and the development of and staff and student reactions to instructional materials. The following section outlines the performance goals of the project and the level of success achieved in attaining them, as well as student and staff perceptions of the project's outcomes. Finally, the CDN evaluation design is presented in terms of context, input, process, product, and instrumentation. Additional materials provide data on student enrollments, placements, terminations, and characteristics. (HB)

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ED223284

THE CAREER DEVELOPMENT NETWORK

FINAL REPORT

EXECUTIVE ABSTRACT

SEPTEMBER 1981

Report Prepared by:

Dorothy Crandell
Project Evaluator

VC 820 521

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"Could a greater miracle take place than for us
to look through each others eyes for an instant."

- Thoreau

INTRODUCTION

From an organizational point of view, the Career Development Network (CDN) was a collaboration of agencies and individuals - 6 SUNY Community Colleges, 7 CETA prime sponsors, NYS Department of Labor CETA Operations Division executives, SUNY Central Administrators, local program center directors and staff, employers, local social service agencies, and about 800 participant-students. The Community Colleges were: Columbia-Greene, Hudson Valley, Nassau, Rockland, Schenectady County and Westchester. Between October 1980 and September 1981, about $2,500,000 to $5,002,645 from SUNY and CETA funds were invested in the program,depending upon final calculations.

This evaluation was designed to systematically determine the value and the success of the CDN program by delineating, obtaining, and providing useful information for decision-makers. The goals of the evaluation were to examine over a six month period how well the CDN project achieved its stated goals and to determine what was actually happening or not happening to program participants.

The evaluation is different from the monitoring function of the Department of Labor, which is oriented more toward such concerns as preventing fraud. The perspective of this evaluation is focused on program development. An attempt was made to include as many relevant aspects as possible, given the time constraints. Therefore, the description is broad stroked. No effort has been made to explore the thickets of cost benefit analysis of the CDN program, although for such a study it would be essential to weigh all the latent and manifest benefits - not only the narrowly defined outcome goals.

The Overview (Volume I) of the report is compiled of information provided by the Director of Educational Services and the Project Coordinator, SUNY Office for Community Colleges, and by the Account Executive, CETA Division of Operations, Department of Labor. The series of Local Reports (Volume II) are a direct reflection of the state of program affairs as perceived and described by those people involved in the program at each of the six project sites. The Executive Abstract is a summary and analysis of the program as a whole from the perspective of the evaluator. The reports are organized into the following categories: Context, Input, Process, Product, Conclusions. An ethnographic study of one program site, (Volume III) describing the quality of the CDN educational opportunity, is forthcoming.

Because of the diversity of CDN program operations at multiple sites, the complexity of the interorganizational structure and processes, and the political-laden climate in strong ferment both locally and nationally, it was considered important to have a record of the program as described by those people who lived with it. The Executive Abstract highlights where things went well and where they went awry, and explains the processes at work in programs that led to different kinds of outcomes.

The reports provide not only data but ideas to raise the level of discussions, to promote interaction and exercise of judgment, to widen a range of options for programs prospectively, and to encourage consideration of doing something better. The study is based on three assumptions: (1) People have a simple need to be heard, (2) What makes us human is how we relate to one another, and (3) Accountability rests with everyone. The content of this evaluation does not necessarily represent the position or policy of SUNY or CETA.

Dorothy Crandell
Project Evaluator

EXECUTIVE ABSTRACT

CONTEXT

Needs Assessment

According to Charles A Burns, SUNY Central Administration, "There was an assumption made by prime sponsors, the State Labor Department, and community college people that many hard core CETA clients were not achieving what they were supposed to achieve - employment or a large step toward some career goal; thus, the need for a comprehensive, flexible program in a positive community college atmosphere to provide assessment, personal and vocational counseling, life skills, basic academic skills, individual referral funds to begin community college or other vocational training, and placement linkage with the CETA prime sponsor."

Terry Failing of CETA Operations Division, Department of Labor, claims that "when the negotiations were set up, SUNY wanted the money, wanted to get involved with CETA. CETA had money that they wanted to give away rather than lose by sending it back to the Federal government if it wasn't spent. SUNY didn't do a thorough job in determining the needs for the programs at the locations," he continues, "and in determining whether the prime sponsors were behind the program 100%. At some sites the prime sponsors felt they didn't need the program, the program was too expensive, or they didn't want to refer anybody just to this program. Our motivation was to spend the money," he said, "so we didn't really go into the program with a lot of idealism regarding the success of the program."

Burns has stated that "although there was no formal statewide assessment, there was a great deal of information from the colleges that a proposal for a Career Development Network would be well received by prime sponsors. Many of the comments were more subjective than objective, but people who were experienced in the field and ought to know were reaching similar conclusions." he expalined.

Failing has said, "there are probably thousands - 100,000 or 300,000 - who might qualify for this program. The entire disadvantaged population of the state would actually qualify, but whether they need it or not is another matter."

It appears that a needs assessment phase at various project sites was not formally completed as such. In addition to the subjective statements of knowledgeable people, evaluation of existing SUNY/ CETA programs or survey research might have offered further insights into needs and into political feasibility of the CDN program in specific geographic areas. If in fact, 100,000 to 300,000 people in the state potentially qualify, some statistical information is probably available at county agencies and could easily be documented. Since CETA Advisory councils and local county officials

presumably discussed and endorsed each local program proposal, this represents further acknowledgment of the perceived needs of the local population for CDN type of service.

Goals

Victor J. De Santis, CDN Project Coordinator, describes the program goals in two categories: (1) to forge linkages between the community college and CETA prime sponsors and (2) to provide specific services for CETA eligible clients, especially in the area of employability skills and remedial skills training.

Terry Failing believes "the purpose of the program was not to serve the needs of the community college. It wasn't meant to send money to the community college to help them. But to be realistic," he continues, "it was probably part of the motivation. The real purpose of the program or justification of funding was to fill the needs of the prime sponsor. And if the prime sponsor even unofficially doesn't wish to participate, it means the whole idea is a sham. We are not serving their needs, and so what is the purpose of the program?" he concludes.

According to the language of the grant, "the goal of the Community College Life Skills Program is to establish model Life Skills Centers to serve the needs of seven prime sponsors and in so doing coordinate the increase of the manpower services and training existing for 1,175 clients. A co-equal goal is to provide strong linkages in service to CETA recipients between prime sponsors and community colleges."

It is not clear that the grant writing team or the technical advisors were aware that any focus on either the needs of the prime sponsor or the community college might pre-empt planning and implementation of the joint effort, so that meeting needs of the disadvantaged adult was not foremost as a common purpose in everyone's conscious mind.

The emergent goals as stated by the CDN Project Coordinator and as defined by program Center Directors are a healthy interpretation of the spirit of the purposes of the CETA legislation for dealing with the complex social problems of unemployability of disadvantaged adults. These goals are based on the fundamental concept of government for the people.

The extent to which initiation beliefs and behavior at all levels was characterized by problem solving motives rather than political motives had pervasive influence on the effectiveness of linkages throughout the network. Successful interaction between the SUNY education system and the CETA labor system was achieved only through collaborative, reflective, and sensitive linkage relationships, such as occurred with Hudson Valley Community College EOC/ Rensselaer County prime sponsor and Rockland Community College/ Rockland County prime sponsor.

Staff Purposes

Of 48 staff surveyed who responded to the following items: 80.9% felt the purposes of the program were clear to them at the start; 78.3% believed the objectives of the program were realistic within the time allowed; 91.3% believed the participant-students were accepting the purposes of the program; 72.3% believed the student selection criteria had generally been appropriate.

Participant-Student Needs

Of the 224 participant-students surveyed at the six program sites during the month of July who responded to these items: 61.7% indicated an income under $8455,42.9% reported an income under $4160, with 30.8% not responding to the item. 31.7% of those who responded were high school graduates. In addition to economic and education needs, other problem areas reported were: 35.5% transportation, 22.5% family relationships, 17.6% health care, 16.7% legal assistance, 16.3% child care, 13.3% housing. Based on this sample, it is clear that genuine needs existed among participant-students.

INPUT

Interorganizational relationships have a great influence on the direction of a community. Probably the main reason these systems or networks occur is to maximize or improve positions by entering into exchange relationships. If one organization has resources - money, personnel, expertise, facilities - that another organization needs, then the organization needing the resources will try to enter an exchange relationship with the resource-holding organization. Linkage is based on a mutual openness in communication and mutual benefit from the collaborative association.

Once an exchange agreement has been reached, the nature of the interactions between the organization shifts, and the interactions are more regularized and routine. Coordination can be viewed as an attempt to adapt to the environment or as a specific means of attaining goals. Particularly in the area of human services, coordination has been an active policy goal. Conflict and coordination can coexist if the conflict does not reach the destructive stage.

All those involved with the Career Development Network may have assumed (or wished) that cooperative relations among the organizations could readily be established and maintained. The validity of any such assumption, however, proved to be problematic at about half of the locations. Agencies with specific missions (such as education or labor) are bound to define problems and propose solutions which are different from each other. Strategies for solutions must be worked out at the beginning of relationships and adjusted during the process in every case. This is a given.

In a linkage model of change, too many legal constraints can be seen as counterproductive to the establishment of trust and mutually satisfying and beneficial relations. If the operation is very complex with a major financial commitment, however, it would seem prudent and essential for special operating conditions as well as compliance with each condition to be specified in a contract. A formal agreement of domains should be fairly explicit and should include a definition of the responsibilities of the respective parties for governance and for operation of the program. It would be necessary for the prime sponsor and the community college to interact on equal terms; otherwise they would not be using a linkage model. Although an organizational chart was drawn up in the CDN grant, many of the problem areas of the program seemed to be in interorganizational operations.

At sites such as Hudson Valley Community College/EOC, Rockland Community College and Nassau Community College where collaboration was effected (not necessarily without pain), roles were often overlapping, authority-responsibility was negotiated, and agency behavior was transactional. These sites had achieved some degree of success in cooperative venturs on other related projects in the past. Conflicts in values, a division of labor, and a basic trust and understanding of each others' positions in the CDN were worked out more quickly, although it is always necessary to start at the

beginning on "square 1" as in any relationship. Furthermore, maintenance of a relationship requires constant attention, with a communication system developed for keeping parties informed. Accountability rests with everyone.

The role of trained linking agents, or a "broker" acting as an intermediary, might serve to facilitate linking processes in prospective programs. According to reports, much time and energy of CDN program Center Directors was diverted into roles requiring continual negotiation, which took away time from their normal responsibilities.

Linkages developed within the community or county can be cost effective, efficient ways to expand services, to increase resources, and to increase the capacity of the community to plan and program for its people in need. The process of developing and maintaining linkages requires time, thoughtful planning, and a cosmopolitan attitude. In the CDN, all program sites explored ways to expand their outreach into the community. Rockland Community College Life Skills Center established a Business Advisory Network to implement placement of the Life Skills students. Hudson Valley Community College/EOC had two mobile outreach units. Some sites developed close to 50 community linkages.

Educational Planning

Combining literacy/numeracy development and life skills education with career development seems to be a logical activity for adult education practitioners and many program models have been developed which demonstrate the feasibility of such practices. Often after concerted negotiation between community college and prime sponsor, various plans were instituted based on local needs. Flexibility was necessary.

Basic skills are a foundation for career development. Reading, writing, meth and life skills facilitate and increase the potential of career development. At some sites it was possible to include some form of job skill training if the literacy level of the participant-student was high enough and resources were available. If the student was also working for a GED, this sometimes proved to be a heavy study load.

The CDN provided an opportunity for staff to exercise many innovative approaches to adult education within CETA regulations and grant guidelines. Results of such efforts were in evidence at all sites, for example: visits to worksites, discussions with workers and employers, continuous informal counseling, and establishment of a business advisory network.

Program Administration and Staffing

Job descriptions of administrators and staff were included in the grant but the playing out of roles at each site was dependent upon local situations. Some staff wore more than one hat, such as Life Skills Educator and Basic Skills Instructor. Counselors not only performed counseling functions, but served the boundary spanning roles of linking agents with prime sponsors and community agencies. On-going formative evaluation from the start-up date could have served an additional overall linking function.

A great deal of skill, insight, and dedication was apparent on the part of program staff at all sites, although morale was affected when the future of the program became uncertain early in 1981. Teamwork, such as at Westchester Community College, helped to achieve positive results.

The 48 staff positions surveyed included 27.1% counselors, 37.5% instructors, and 35.4% life skills educators. 35.4% were male, 60.4% were female, with 4.2% omitting a response. As for age range, 45.8% - the largest concentration - were 31 - 40 years. 56.3% of staff who responded had master's degrees, and 72.9% had previous experience working with disadvantaged adults.

Of staff who responded to the following items: 91.5% believed that developmental education should concentrate on learner acquisition of academic survival skills (e.g. study skills, reading, math). 87.2% believed developmental education should concentrate on the acquisition of life skills related to personal and job responsibilities. 90.5% believed developmental educators should promote the CDN program for high risk students.

Prime Sponsor/Community College Linkages

As outlined in the grant, functions of outreach, recruitment, intake, assessment, employability development planning, referral, job search techniques, job development, placement and follow-up, were the responsibilities of CETA staff and community colleges staff. When clarification of requirements of organizations and definitions of domains were understood, these functions flowed one after another in sequence. Specific functions and activities had to be identified and a concensus had to be reached about procedures. Constant readjustment and compromise, i.e., negotiation or bargaining on the part of interacting organizations was necessary in some cases, particularly at Schenectady County.

Duplication of services at some sites was caused by the fact that activities such as job development are a diffuse and on-going type of activity. At times, such as during recruitment and placement, duplication of services was mutually beneficial. Other duplication of services was the result of a breakdown of communication between the organizations.

Program Implementation

Across all six sites, the keys to success of the CDN program included: (1) Efforts at the local program centers to design total learning environments for a specific period of time - long enough to make a difference. (2) Provision for multiple levels of entry into ordered instructional sequences with supplemental materials and other resources appropriate for specific needs of participants. (3) Staff involvement personally and professionally, establishing a climate of dignity, trust, and genuine concern. (4) Basic academic skills and life skills with concomitant job skill training, followed by job skill training, or followed by job placement. (5) Up-to-date job development procedures, sensitive to an individual's capabilities and the reality of the marketplace, and follow-up supportive services for the participants. (6) In the educational process for participant-students, an emphasis on a shift to internal locus of control. This was achieved by the individualized approach to instruction in reading and math, and by the philosophy and application of the Adkins Life Skills program.

Instructional Materials

A very high degree of satisfaction with the Adkins Life Skills program was expressed by both participant-students and staff at all sites. Life Skills were extended at sites such as Nassau, to include additional topics such as assertiveness training, creative response to stress, and others.

As was anticipated, it was necessary to supplement the AVT math and AVT reading systems, particularly with material geared to the GED. Although the nature of mathematics content lends itself

well to the AVT system format, the reading material and approach used by AVT was an issue at several sites. Hudson Valley Community College/EOC developed their own system of basic skills instruction, which proved to be successful. The learning lab at Columbia-Greene Community College was equipped with many supplemental basic skills materials which were very useful.

According to the staff who responded to the following items: **66.7% believed the difficulty level of the AVT reading materials was appropriate for the participants, 83.9%** believed the difficulty level of the AVT math materials was appropriate for the participants, 81.4% believed the quality of the content of the Adkins Life Skills materials was appropriate for the participants, 86.8% believed the method of presentation of the Adkins Life Skills materials was effective for the participants.

Of the participants who responded to the following items: 84.4%* believed the AVT reading materials were easy to use, 84.8%*believed the AVT math materials were easy to use, 94.5% believed the Adkins Life Skills group experience was valuable, 95.0% believed the testing was helpful in measuring interests, aptitudes, and abilities, 83.5% believed the reading instruction was useful, 85.3% believed the math instruction was useful, 94.2% believed the Life Skills class was useful, 85.7% believed that testing was useful.

*Hudson Valley Community College/EOC is not included in this data, although information was almost identical for their materials.

**These findings include the HVCC-EOC staff response, substituting their instructional materials for AVT, which confounds the data.

Performance Goals

As for performance goals, the grant states "the program as a whole will place 150 individuals in unsubsidized employment. Forty-two additional clients are expected to find their own jobs. At each of the program's six locations, at least 120 additional participants will leave the program as an 'other positive termination'. A termination will be considered as an 'other positive termination' when a participant enters another training program or enters the military. The program as a whole will terminate at least 730 participants as 'other positive terminations'.

The performance goals as described by the grant seem to presuppose that the definition of the unemployability problem is person-centered. "The coping skills training is geared toward helping the client to develop the skills necessary to recognize and use the resources around him or her, to learn good work habits and attitudes, to make reasoned decisions about jobs and other important issues, and to become independent and self-confident. It is expected that this critical learning experience will engender in the client a motivation to succeed and an understanding of what is required to find and to keep a job."

This is an immense undertaking, and the Adkins program has proven to be an especially effective resource for providing this training. Although some people can benefit from short course career development training, research has shown that any meaninful changes with the disadvantaged adult require time for the individual to develop and to internalize a renewed sense of self, a sense of community, and a feeling of being able to make a contribution. Otherwise the training effort is reduced to a propaganda game. Since I had the opportunity to be a participant observer at one program site for over a two-month period, I am aware and informed of what was actually taking place in the CDN classrooms. The issues central to employability and coping skills are directly addressed in the Adkins program. The participants are responsive to the experiential format, and the system works. Growth is visible.

In addition to person-centered causes of unemployability, it should be noted, there are such situation-centered causes as discrimination and lack of a market for skills. These causes of unemployability must be taken into account jointly with person-centered causes. Therefore, the goals of unsubsidized employment for this program were perhaps less than realistic, especially in such job market situations as exist in Columbia and Greene counties, and considering the current overall state of the job market.

Staff Perceptions of Outcomes

Of 48 staff who responded to the following items: 84.8% believed that the CDN program support services for the academically disadvantaged had been effective. 72.7% felt the CDN program met their expectations. 70.5% believed community linkages to the program seemed to be effective. 87.2% would say, overall, this program had been successfully implemented during the first year. 97.7% believed the program was providing something unique to the participants. 93.6% believed the CDN program should be continued.

Participant-Students' Views of Outcomes

Of participants who responded to the following items: 92.6% believed their feelings toward work had become more positive since participating in the program. 93.7% believed what they studied in the program helped them to plan their career. 84.8% believed they developed skill and knowledge directly related to their plans after they finish the program. 93.7% believed what they learned in the program was practical and of use outside of class.

The shift in participants to internal locus of control is shown by the following indicators. Of participants who responded, these positive results were recorded: 89.2% - What we did in the CDN program helped me to understand myself better. 94.2% - I have gained confidence in my abilities since participating in this program. 93.2% - The CDN program has helped me to express my ideas. 95.0% - I have learned to take more responsibility for my own learning and to be more self reliant.

The strongest positive responses of all were indicators both of the motivation of participant-students and of a sense of worth of the CDN program: 97.3% - I tried hard to learn in this program because to me what I was trying to learn is worth learning. It is important for me to graduate from this program - had the most frequent response of strongly agree - 65.6% with 27.7% agreeing with the statement.

CONCLUSION

In sum, in spite of an unstable and a short-term financial base and a myriad of first-year start-up hurdles, the Career Development Network was a successful program for participant-students. Although the network and linkage concepts are appropriate and viable ones for the program, there is a need to rethink, simplify and reshape the mechanisms for providing equitable educational opportunity and practical and generic employability skills in serving the special needs of the disadvantaged adult learner in our changing society. Whether the "how to" of cooperation is worked out through seminars, conferences, intermediaries (as linking agents or "brokers") or other modes of collaboration and communication, the premises, policies, and practices must be continually aired, evaluated, and improved for reasons of survival and of progress.

EVALUATION DESIGN

Issues

The evaluation design for the Career Development Network was based on the capability of describing the first year program context, input, processes and outcomes.

Because the study was not conducted as evaluation research with experimental or control groups, there are limitations to comparisons that can be made among project sites. The study was not concerned with comparing the values of two or more programs components, and like most evaluations, it will not support strong generalizations beyond the local sites studied.

The objectives of the study were based on 19 evaluative issues central to the Career Development Network. Interview protocols and survey questions were designed around these issues, although adjustments were necessary due to the delayed start-up date -- April 27. The evaluative issues were:

Context

1. Are the purposes of the project responsitive to genuine need?
   a. Aimed at those persons who need this kind of program.
   b. A real community need.
2. Are the goals and objectives of the CDN significant and realistic?
3. What is the general state of the project environment?

Input

4. What problems exist in the planning and the organization of the CDN?
5. Is appropriate staff involved in planning and implementing the program?
   a. Interested administrative personnel
   b. Qualified staff: teachers and counselors
6. Are operations of the program educationally sound?
   a. Subject matter specified
   b. Materials and media appropriate.
   c. Strategies identified for achieving program objectives.
   d. Plans for implementing selected strategies.
   e. Program schedule set forth.

Process

7. What problems exist in the procedural design during the project implementation?
8. What problems exist in the implementation of the procedural design?
9. Is the actual procedure congruent with the description of the procedure?

Product

10. How do students in the CDN spend a typical day? What is the formal and informal enviroment? What influence is the informal structure having?

11. To what extent are various student outcome measures, such as reading or mathematics improvement, related to other variables such as student's sex, age, amount of skill units completed, career aspirations, or attitudes toward work?*

12. What do participating students, staff and employers think of the CDN?

13. How successful are the CDN graduates in their further education, jobs or personal satisfaction with life?

14. What are the side effects and unanticipated outcomes of the program?

15. What is the educational significance of participant performance?

16. How does the CDN compare with other adult basic skills and career development programs?

17. Does the CDN approacn work well in some situations and not in others? To what extent are linkages being developed?

18. Does the program have real potential for continuing benefits to the community by:
    a. demonstrating methodology that may be utilized elsewhere.
    b. providing a base upon which to build other programs.
    c. serving as a catalyst to trigger additional programs.

19. Does the project provide for communicating information about the outcomes to interested decision makers?

Instrumentation

Initial visits were made by the evaluator to all program sites in mid-May. The purpose of these visits was to acquaint personnel from these sites with the evaluation and to obtain materials and information on the program. Face validity of survey instruments of interview protocols was achieved by gathering input on items from staff and from Center Directors at each program site, and by a review of the literature on career development program evaluations. Visits were also made to Media Systems Corporation and the Adkins Institute for Life Coping Skills in New York City in June to discuss instructional materials.

All survey instruments and interview protocols were reviewed by the Institutional Review Board at SUNY Albany in June. The

*This item was not pursued.

instruments were piloted in June at the Career/Study Skills Development Program, SUNY Agricultural and Technical College at Cobleskill with the cooperation of Sandy Poole, Director.

Scheduling of data collection extended from June 24 to August 10 and included all enrollees present when the site visits were made. The survey instruments were administered by the program evaluator under normal conditions in the classrooms at project sites, with the exception of the survey of one class at Hudson Valley Community College/EOC, which was conducted by program personnel, and a survey mailing to past graduates that was conducted at Schenectady County Community College. Staff survey data was grouped across all six sites to assure anonymity. Survey data was processed at the Computer Center in SUNY Albany.

Interviews with CDN Center Director, prime sponsors, and center administrators were conducted by the evaluator during site visits and at central offices in Albany. All persons interviewed were provided with the opportunity to review the transcripts for accuracy. A minimum amount of editing and consolidation was done by the evaluator.

An ethnographic study was conducted at the Schenectady County Community College site from May 26 to August 27, and these results will be reported at a later date as Volume III.

Altogether, 224 participant-students were surveyed across all sites out of a total of 830 enrollees. Staff surveys included 48 responses: 13 counselors, 18 instructors, and 17 Life Skills Educators. When a staff member held more than one position, a response was submitted for each position.

A follow-up survey to participant-students to record employment or other activity was mailed from each program site, but the response to this survey was too small to be reported, probably due to the nature of the population surveyed.

Survey instruments and interview protocols are included as Appendix A in each local report. The participant student data across all six sites is included as Appendix B.

Acknowledgments

The evaluator wishes to express appreciation and thanks to the many persons who have assisted in this evaluation, particularly all CDN program participants - students, staff, and administrators -- and Phyllis DePalo, Joan Potter, and Project Coordinator, Victor J. DeSantis at the Central Office.

Special thanks is extended to Dr. Edward F. Kelly, Advisor and Professor in Program Development and Evaluation at SUNY Albany for his guidance and cogent counsel. Dr. N.L. McCaslin, Project Director, The National Center for Research in Vocational Education, Ohio State University provided interest and ideas. Many bureaus

in the New York State Education Department contributed additional information.

The report is based on the evaluator's 20 years of experience in program development in urban, suburban, and rural environments. Less than half of this time was spent in business in New York City. More than half of this time was spent in education at pre-school through adult levels.

Dorothy Crandell

Program Outcome as of 8/31/82

	Planned	Actual
Enrollment	1175	1191
Terminations	1175	1191
Entering Employment	192 (16%)	278 (23%)
Direct Placement	-0-	40
Indirect Placement	150	169
Found own job	42	69
Other Positive Termination	730 (62%)	533 (47%)
Non-Positive Termination	253 (22%)	331 (28%)
Hold	-0-	29 (2%)

CAREER DEVELOPMENT NETWORK

PARTICIPANT DATA

OCT. 1, 1980 - JUNE 30, 1982

CAMPUS	NO.	AVG. AGE	SEX M	SEX F	ETHNIC GROUP 1	2	3	4	5	FORMR ENROL	FAMILY STATUS 1	2	3	4	AVG WKS UNEMP	WELFARE ADC	HR	SSI	H.S. GRAD	AVG. GRADE COMPL	DISPL HMMKR	LEG OFF	HANDI-CAPPED
COL.-GREENE	151	28.5	52	99	116	33	0	0	2	42	61	19	30	41	38.7	46	11	3	58	10.5	24	9	16
HUD. VALLEY	255	26.8	98	157	211	42	2	0	0	36	90	48	49	68	44.0	57	18	18	122	10.6	41	38	13
NASSAU	134	27.0	42	92	34	59	37	4	0	80	72	28	11	23	52.6	26	5	7	75	11.3	9	17	15
ROCKLAND	347	27.0	148	199	149	163	24	7	4	25	117	56	34	140	38.1	82	105	14	174	10.9	30	24	45
SCHENECTADY	241	27.6	77	164	200	35	2	1	3	56	108	24	33	76	20.1	64	38	18	144	11.3	41	33	8
WESTCHESTER	63	27.8	19	44	12	45	4	2	0	2	18	18	6	21	33.5	18	10	15	24	10.3	0	11	4
TOTALS	1191	27.3	436	755	722	377	69	14	9	241	466	193	163	369	37.2	293	187	75	597	10.9	145	132	101
PERCENTS			37	63	61	31	6	1	1							555 (46.6%)			50				

ETHNIC GROUP

1 White
2 Black
3 Hispanic
4 Native American

FAMILY STATUS

1 Nondependent
2 Other
3 Parent - two-parent family
4 Single parent

CAREER DEVELOPMENT NETWORK

PARTICIPANT DATA

APRIL 1, 1982 - JUNE 30, 1982

CAMPUS	NO.	AVG. AGE	SEX M	SEX F	ETHNIC GROUP 1	2	3	4	5	FORMR ENROL	FAMILY STATUS 1	2	3	4	AVG WKS UNEMP	WELFARE ADC	HR	SSI	H.S. GRAD	AVG. GRADE COMPL	DISPL HMMKR	LEG OFF	HANDI-CAPPED
COL.-GREENE		NO	ADDITIONAL PARTICIPANTS																				
HUD. VALLEY	49	25.9	23	26	48	1	0	0	0	0	21	5	12	11	37.8	5	0	11	25	10.6	0	2	0
NASSAU		NO	ADDITIONAL PARTICIPANTS																				
ROCKLAND	197	28.3	86	111	85	89	15	5	3	1	38	26	17	116	42.2	50	73	7	108	10.9	21	15	27
SCHENECTADY	15	27.3	0	15	13	2	0	0	0	0	2	2	3	8	37.2	8	0	0	10.0	11.6	1	0	0
WESTCHESTER		NO	ADDITIONAL PARTICIPANTS																				
TOTALS	261	27.8	109	152	146	92	15	5	3	1	61	33	32	135	41.1	63	73	18	143	10.9	22	17	27
PERCENTS			42	58	56	35	6	2	1								154 (59%)		55				

ETHNIC GROUP

1 White
2 Black
3 Hispanic
4 Native American

FAMILY STATUS

1 Nondependent
2 Other
3 Parent - two-parent family
4 Single parent

CAREER DEVELOPMENT NETWORK

PLACEMENTS AND TERMINATIONS

TO AUGUST 31, 1982

	PLACEMENTS							POSITIVE TERMINATIONS					TERMINATIONS											
	01	02	03	04	05	06	07	11	12	20	21	22	31	32	33	34	35	36	37	39	42	43	99	TOTAL
COLUMBIA-GREENE	--	--	--	--	--	--	--	19	46	14	11	9	5	1	--	3	1	25	16	1	--	--	--	151
HUDSON VALLEY	19	9	17	8	3	5	--	98	1	--	--	3	14	2	--	2	2	17	--	--	39	7	9	255
NASSAU	4	--	--	1	6	6	1	5	--	--	14	71	1	--	--	5	8	2	2	--	--	8	--	134
ROCKLAND	5	3	12	8	--	5	--	59	11	15	1	124	7	--	--	6	4	24	2	10	1	45	5	347
SCHENECTADY	--	--	2	115	--	40	1	12	2	2	1	3	11	--	--	3	--	4	1	--	--	29	15	241
WESTCHESTER	--	--	2	1	1	3	1	17	--	--	8	7	--	--	--	1	5	3	9	--	5	--	--	63
TOTAL	28	12	33	133	10	59	3	210	60	31	35	217	38	3	--	20	20	75	30	11	45	89	29	1191

Positive Terminations: 831 (70%)
Unsubsidized Employment: 278
Hold: 29

PLACEMENT CODES

01 Direct Placement - Public
02 Direct Placement - Private
03 Indirect Placement - Public
04 Indirect Placement - Private
05 Found own job - Public
06 Found own job - Private
07 Military

TERMINATION CODES

11 Full-time academic or vocational school
12 Completed program objectives
20 Transfer within same jurisdiction
21 Entered other training program
22 Entered non-CETA program
31 Health/family care
32 Transportation
33 Ineligible
34 Moved
35 Cannot locate
36 Quit
37 Fired
39 Reached participation limits
42 Completed CETA participation
43 Participation on hold for more than 90 days
99 Holding

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

DEC 10 1982